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ICMEE Learning Packets: LEVEL 2 of English
Proficiency (K-12)

International Coalition for Multilingual
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2020

4th–5th Grade: English Level 2, Learning Packet #4 • Theme: Oceans

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4th – 5th grade • English Level 2

Learning Packet #4

Theme: Oceans



International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at icmee@unl.edu.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Claudia Yunes**
in collaboration with Tricia Gray and Alexa Yunes.

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The Standards that Informed the Development of this Packet are:

Math

CCSS.MATH.CONTENT.4.NBT.Number and Operations in Base Ten Generalize place value understanding for multi-digit whole numbers. 3. Use place value understanding to round multi-digit whole numbers to any place

English Language Arts

LA 4.1 **Reading:** Students will learn and apply reading skills and strategies to comprehend text

LA 4.1.3.a **Word Analysis:** Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell

LA 4.1.4.b **Fluency:** Read words and phrases accurately and automatically

LA 4.1.5 **Vocabulary:** Students will build literary, general academic, and content specific grade level vocabulary.

LA 4.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 4.1.6.e **Comprehension:** Retell and summarize the main idea from informational text using supporting details

LA 4.1.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

LA 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 4.1.6.p Respond to text verbally, in writing, or artistically

LA 4.2 **Writing:** Students will learn and apply writing skills and strategies to communicate.

LA 4.1.6.p Respond to text verbally, in writing, or artistically

LA 4.2.1.f Publish a legible document

Science Standards and Cross-Cutting Ideas

4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

SC5.3.3 Students will describe relationships within an ecosystem.

SC5.3.1.b Identify how parts of plants and animals function to meet basic needs

Social Studies

NSS-G.K-12.1 THE WORLD IN SPATIAL TERMS

Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

NSS-G.K-12.2 PLACES AND REGIONS

Understand that people create regions to interpret Earth's complexity.

NSS-G.K-12.4 HUMAN SYSTEMS

Understand the characteristics, distribution, and migration of human populations on Earth's surface.

NSS-G.K-12.6 THE USES OF GEOGRAPHY

Understand how to apply geography to interpret the present and plan for the future.

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Art

Creating

Conceiving and developing new artistic ideas and work.

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Presenting / Producing

4. Presenting (visual arts): Interpreting and sharing artistic work.
5. Realizing and presenting artistic ideas and work.
6. Convey meaning through the presentation of artistic work.

Connecting

Relating artistic ideas and work with personal meaning and external context.

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

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4th – 5th grade • English Level 2

Learning Packet #4

Theme: Oceans



International Consortium for Multilingual Excellence in Education



ICMEE

cehs.unl.edu/icmee

August 15th, 2020

Dear Families:

During the COVID-19 pandemic, the academic classroom expanded into the home in new ways. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your child to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your child (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

Kinder-5th grade students will create a Buddy for their packets. This is the first activity in the packets and is intended to give children have someone to talk to about the work they are doing in the packet. We have included images of “buddies” to choose from. Choose a buddy, personalize it, and even name the buddy. Throughout the packet activities, students will be told to talk to their buddy or even to ask their buddy questions. With this buddy, students can work independently without needing your time and attention to be successful with the packet. However, we also encourage your student to talk with you or other family members as they are available. Further, your student could pick a stuffed animal or doll or something else as their buddy. They don’t have to use one of the buddies we offer, but they should plan for who their buddy will be each time they work on the packet. This might be something they will need your help understanding.

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In this packet, we have included the following activities:

- **Dictionary:** Each day we hope that your student will engage with words they find interesting and want to keep track of. At the end of the packet are pages for your student to keep their own dictionary. We encourage students to use these pages to keep track of words they like or find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- **Journal:** Each day students have a short prompt that they can respond to. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal prompts will also be points of conversation for your student with their buddy.
- **Reading Fluency:** Students should be encouraged to read the sight words every day. A Sight Word-Phrases Race game is included so they can have fun while they practice.
- **Science:** In this packet, students will be learning basic interesting facts and vocabulary about oceans.
- **Vocabulary:** deep icy coast shore organism scuba compare contrast rounding Pacific Atlantic Indian Arctic Southern
- **Reading:** Students will read a passage about oceans and will have opportunities to understand and apply their vocabulary words sending “texts”. They will analyze the reading passage using a 3-2-1 graphic organizer and will compare/contrast oceans and deserts.
- **Writing:** Students will write a composition using 5 specific ocean words.
- **Math:** Students will review unit rounding numbers. They will also round some numbers about the oceans.
- **Social Studies:** Students will learn about the five oceans on our planet and will have the opportunity to share their experiences and knowledge about the continent they come from.
- **Art:** Students will create a fish using paper plates and will apply everything they have learned about oceans.

We hope that these activities will enhance your child’s learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Claudia Yunes** in collaboration with Tricia Gray and Alexa Yunes.



Answer Keys

Math rounding numbers answer key:

1. 181 tons rounded to the nearest hundred is 200 tons
2. 42 rounded to the nearest ten is 40
3. 365 feet rounded to the nearest hundred is 400 feet
4. 24,845 rounded to the nearest thousand is 25,000

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15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

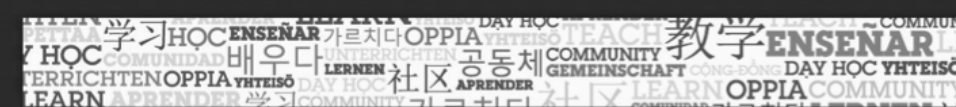
También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de Kínder a 5to grado crearán un Amigo para su paquete. Esta es la primera actividad en el paquete y está destinada a ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está haciendo en el paquete. Hemos incluido imágenes de posibles "amigos" para que su estudiante puede elegir. Sugerimos que elijan un amigo, lo personalicen e inclusive le pongan un nombre. A lo largo de las actividades del paquete, se le pedirá a su estudiante que hable con su amigo o incluso que le haga preguntas. Con este compañero, su estudiante podrá trabajar de forma independiente sin necesidad de su tiempo y atención para tener éxito al trabajar en el paquete.

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Sin embargo, también alentamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Además, su estudiante puede elegir un animal de peluche o muñeca o alguien más como su amigo. No tienen que usar uno de los amigos que ofrecemos, pero deben planificar quién será su amigo cada vez que trabajen en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). Esto podría ser algo en lo que necesitarán su ayuda para poder comprender.

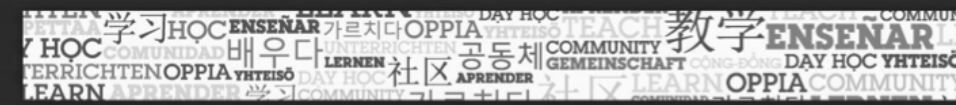
En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante capte palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- **Extensiones del paquete:** Algunas actividades tienen extensiones que hemos incluido para que, si el estudiante encuentra fácil una actividad, pueda completar la extensión en lugar de la actividad o adicionalmente.
- **Fluidez de lectura:** Se debe alentar a los estudiantes a leer las palabras de uso frecuente todos los días. Se incluye un juego Carreras de frases frecuentes para que puedan divertirse mientras practican.
- **Ciencias:** En este paquete, los estudiantes aprenderán datos básicos interesantes y vocabulario sobre los océanos.
- **Vocabulario:** profundo congelado costa playa organismo traje de buceo comparar
contrastar redondear Pacífico Atlántico Índico Ártico Sur
- **Lectura:** Los estudiantes leerán un pasaje sobre los océanos y tendrán la oportunidad de comprender y aplicar sus palabras de vocabulario enviando "textos". Analizarán el pasaje de lectura usando un organizador gráfico 3-2-1 y compararán / contrastarán océanos y desiertos.
- **Escritura:** Los estudiantes escribirán una composición usando 5 palabras oceánicas específicas.

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- **Matemáticas:** Los estudiantes repasarán estrategias para redondear números. También redondearán algunos números de datos sobre los océanos.
- **Estudios sociales:** Los estudiantes aprenderán sobre los cinco océanos de nuestro planeta y tendrán la oportunidad de compartir sus experiencias y conocimientos sobre el continente de donde provienen.
- **Arte:** Los estudiantes crearán un pez usando platos de papel y aplicarán todo lo que han aprendido sobre los océanos.

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
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Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

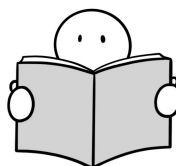
We'd love to see what you've done with this packet!



Instructions Key



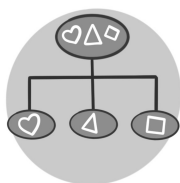
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- Lựa chọn



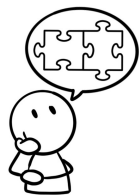
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ

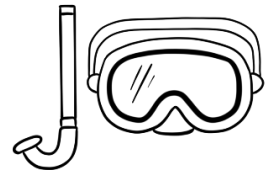
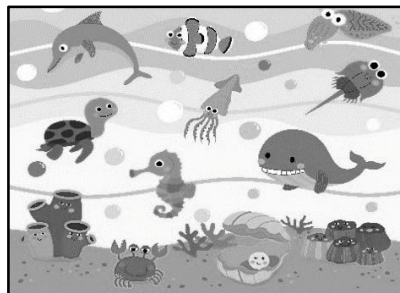
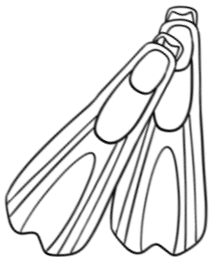


- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Packet # 4 Outline

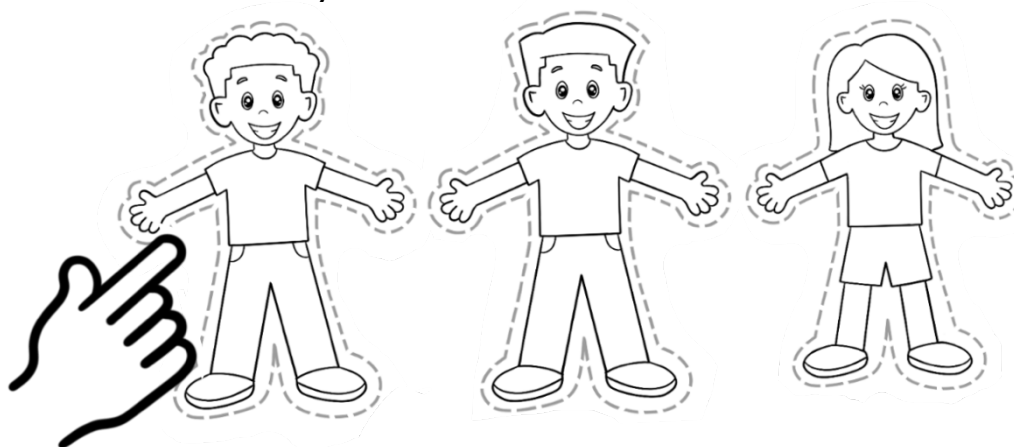
Oceans

	Activity	Content Area
1	Create Your Scuba Buddy	Art
2	Sight Words Phrases 1- Minute Race	Reading
3	Ocean Vocabulary	Reading & Science
4	Ocean Vocabulary Cards	Reading & Science
5	Oceans Passage	Reading & Science
6	My Informational Text in 3-2-1	Reading & Science
7	Texting my Vocabulary Words	Reading & Writing
8	Creative Writing	Writing
9	Compare and Contrast	Reading
10	Rounding Numbers	Math
11	Rounding Ocean Numbers	Math
12	Our Planet's Oceans	Social Studies
13	Paper Fish	Art
14	My Vocabulary Crossword	Reading & Writing
15	Let's Move!	P.E.

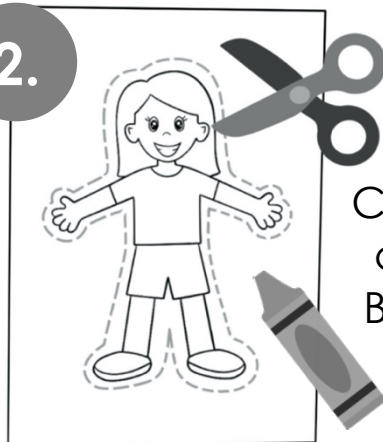


My Buddy

1. Choose a Buddy

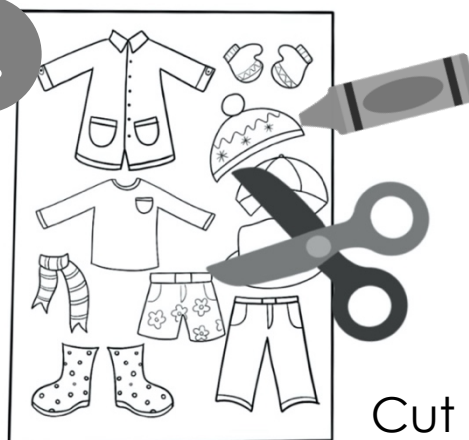


2.



Cut out and color your Buddy and give it a name!

3.

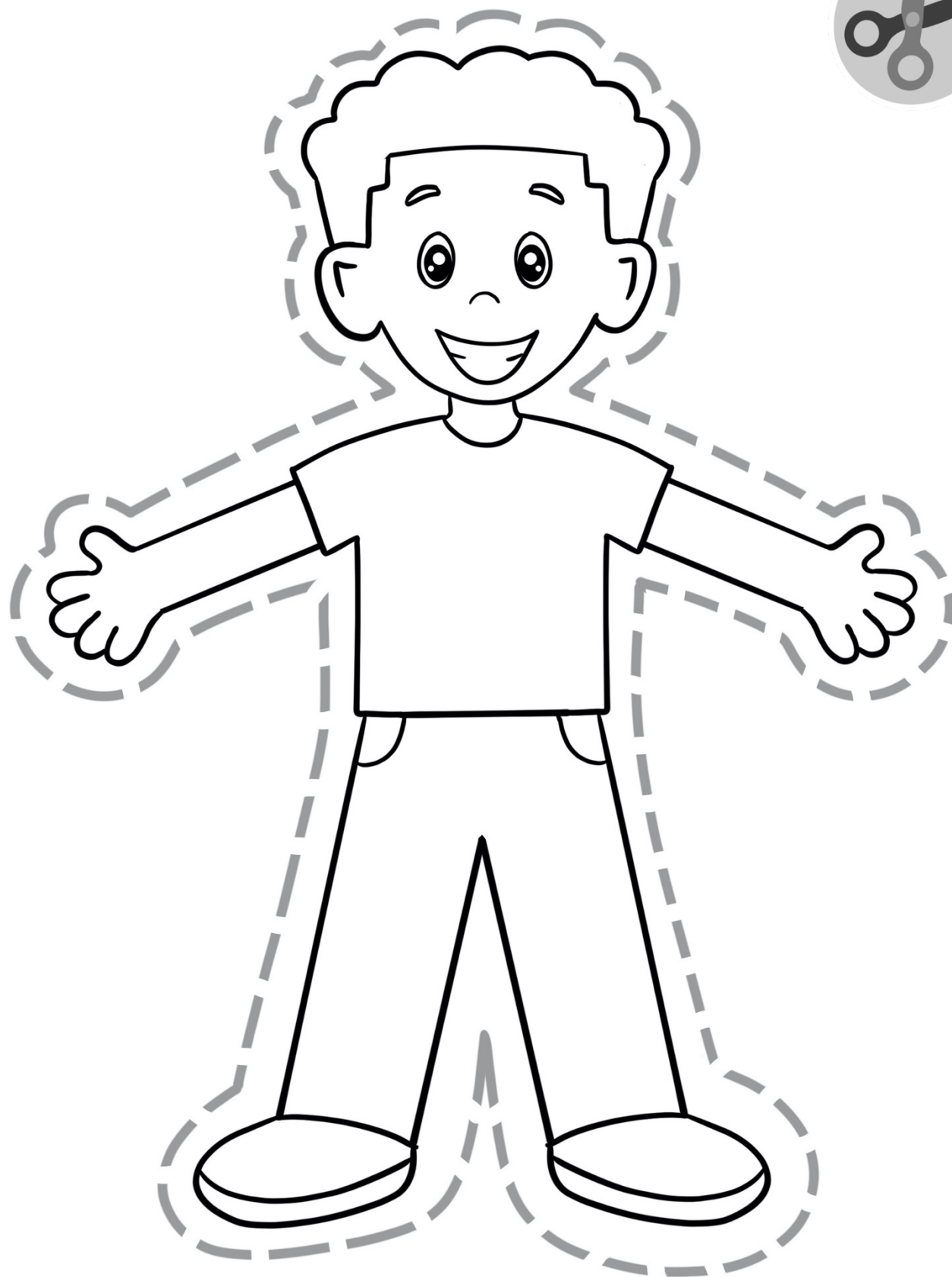


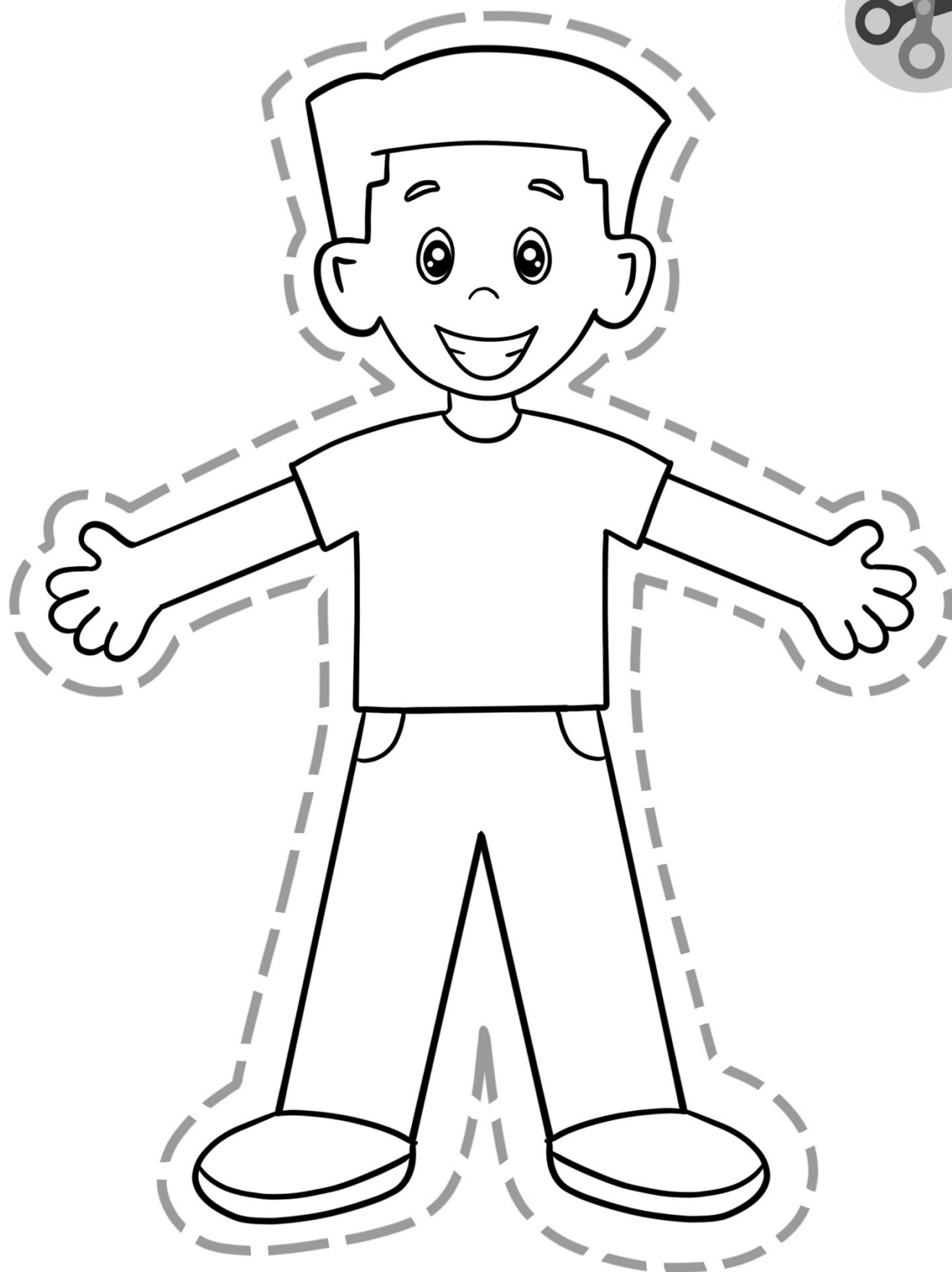
Cut out and color the accessories

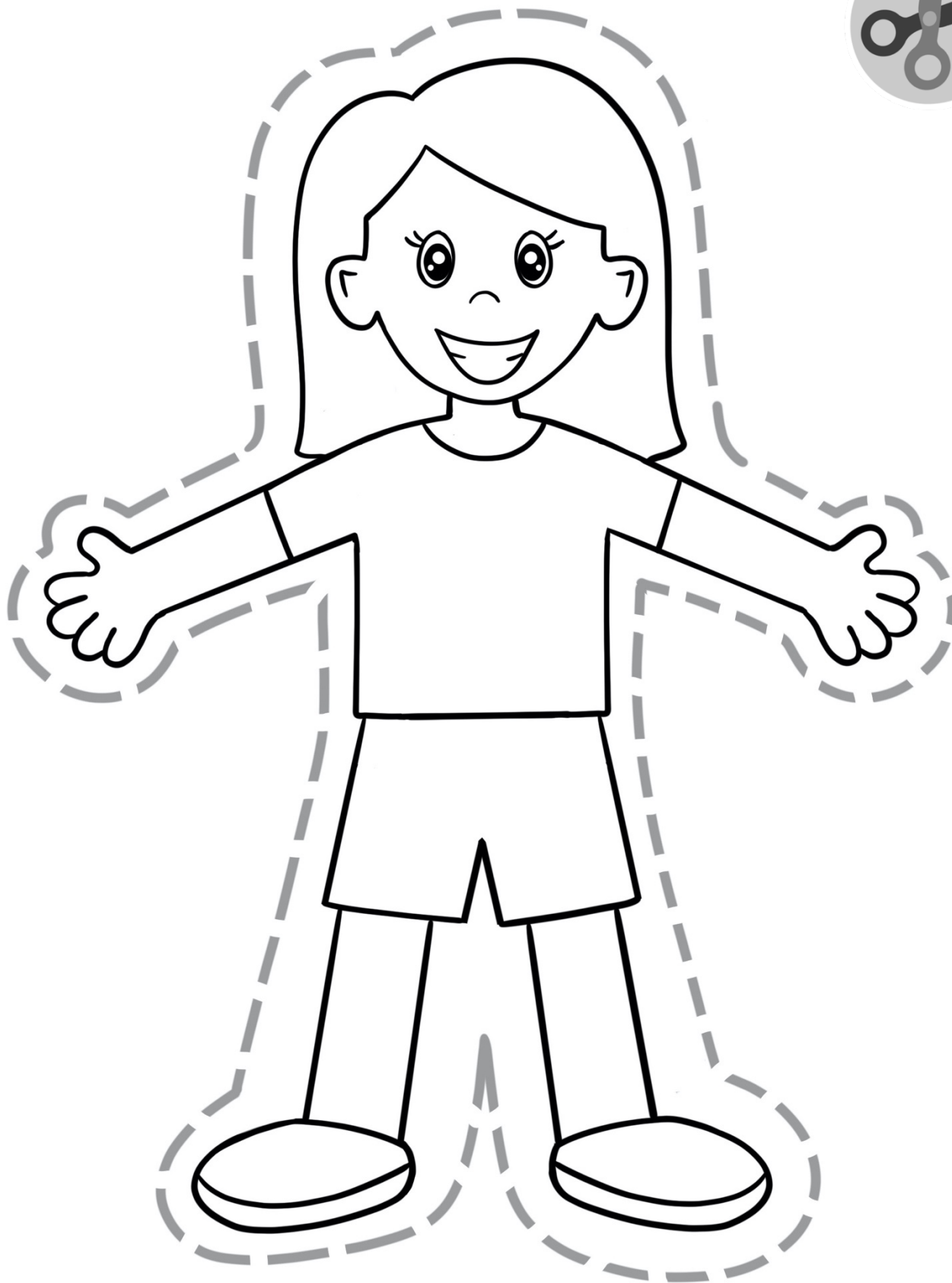
4.

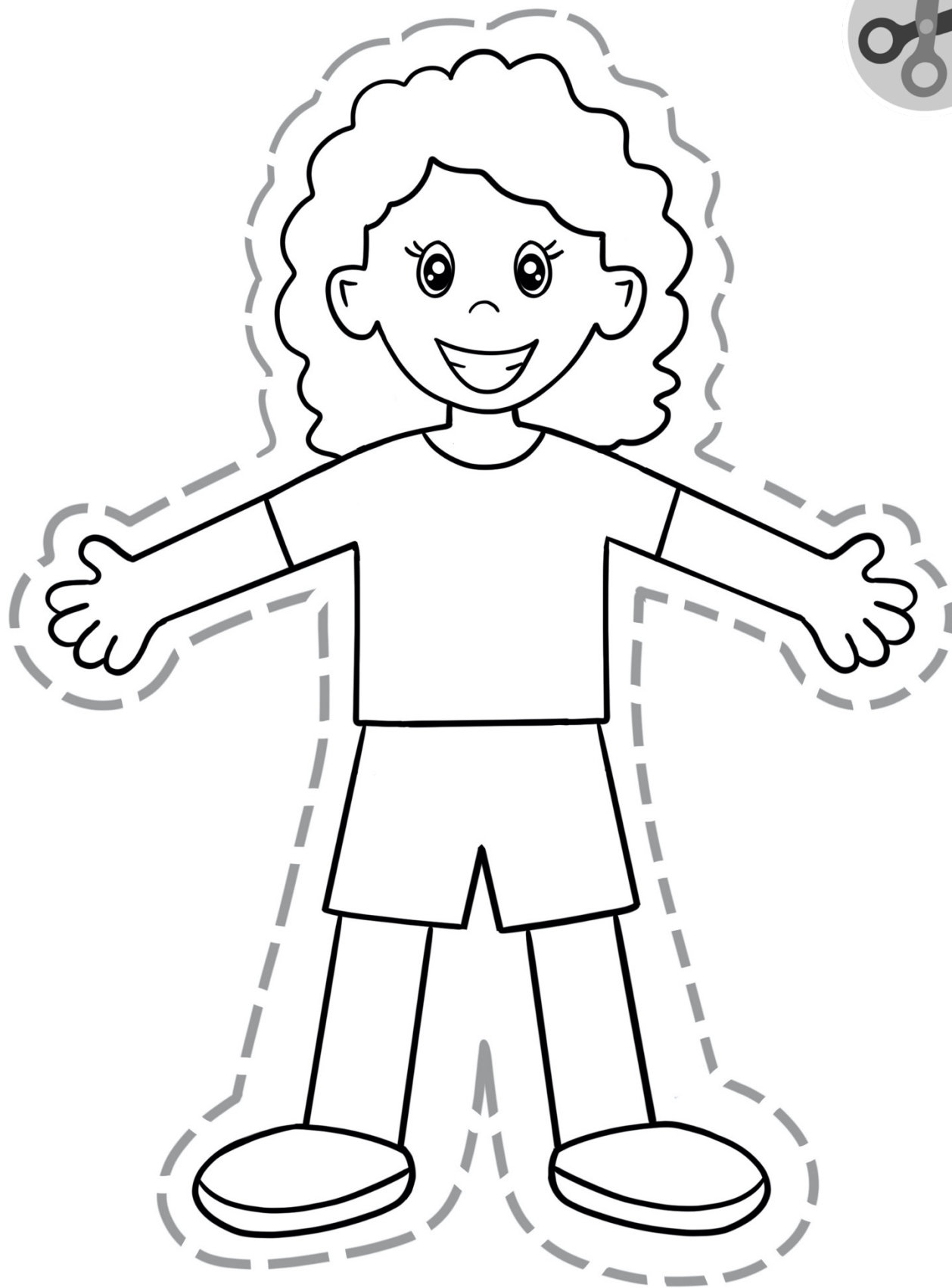


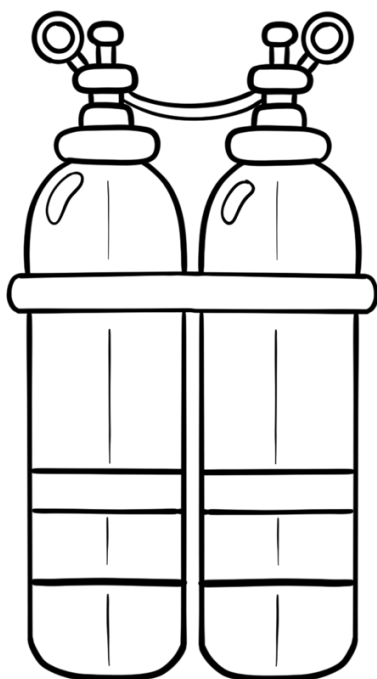
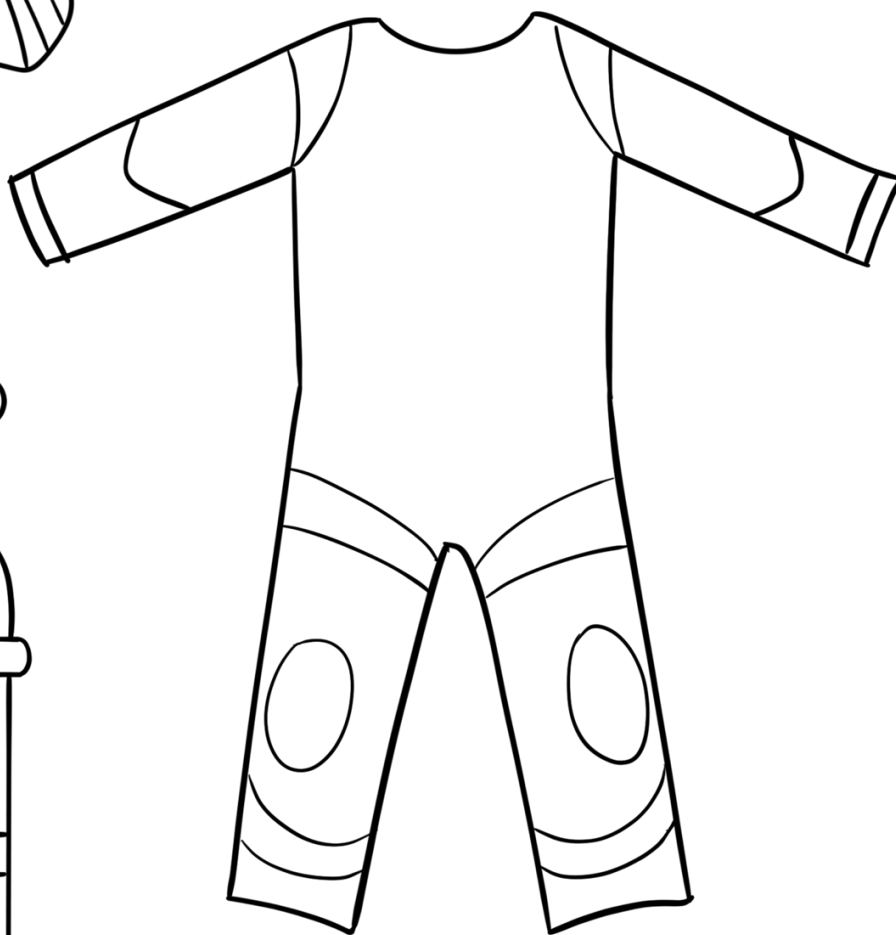
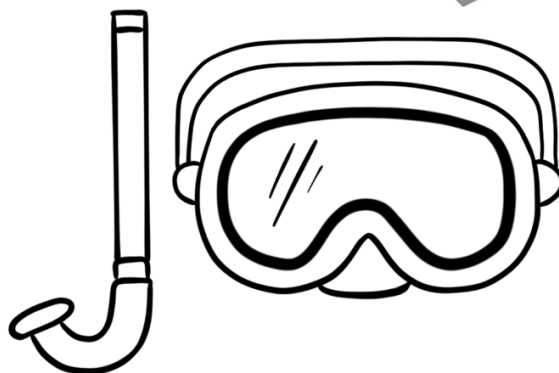
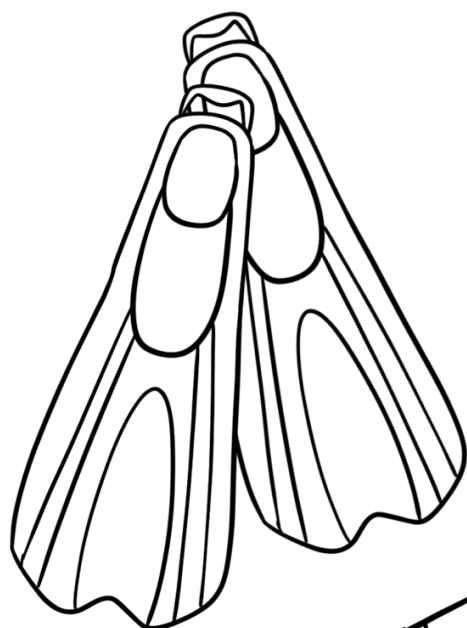
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

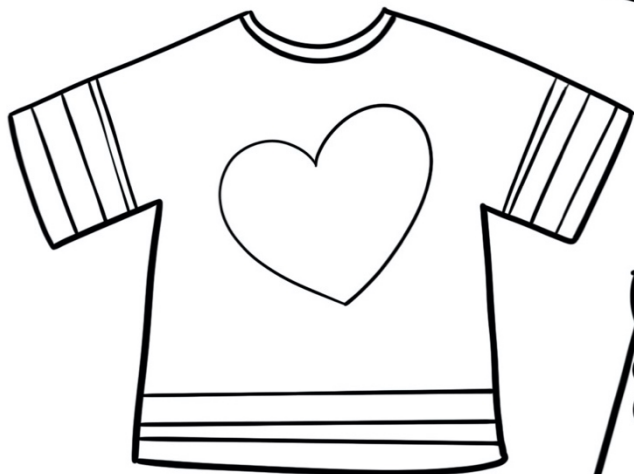
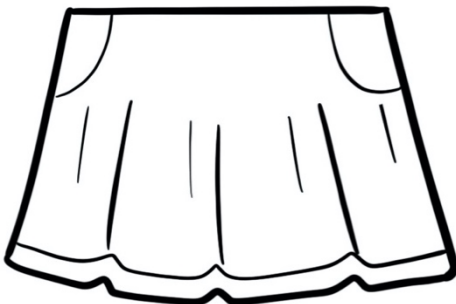
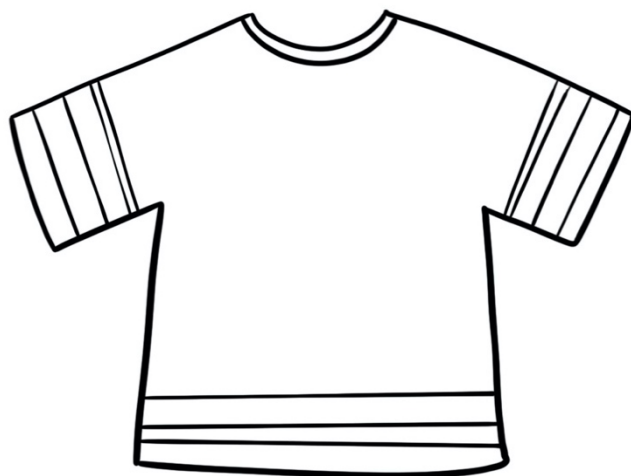
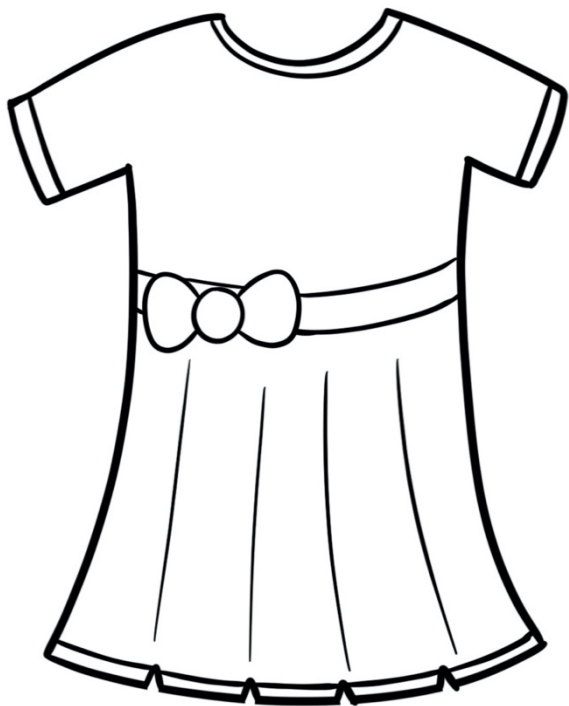


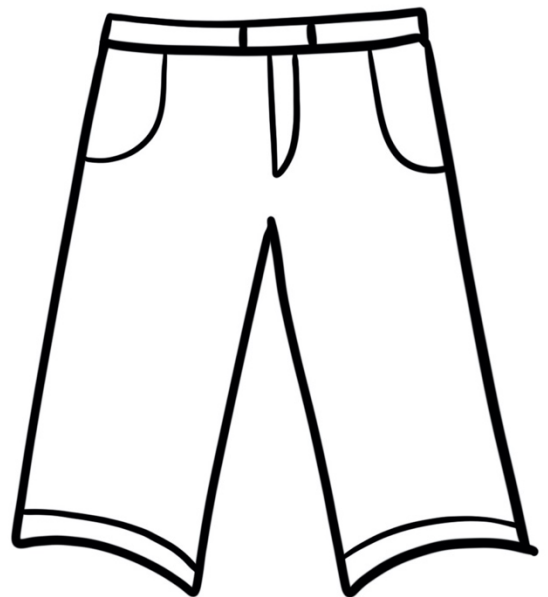
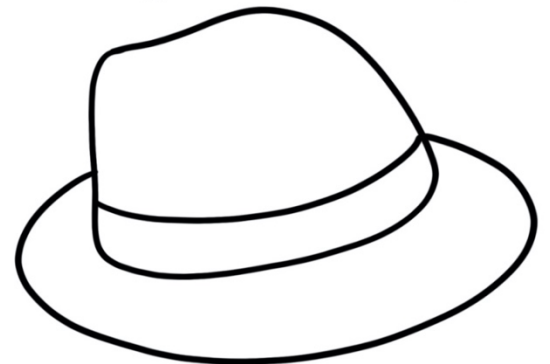
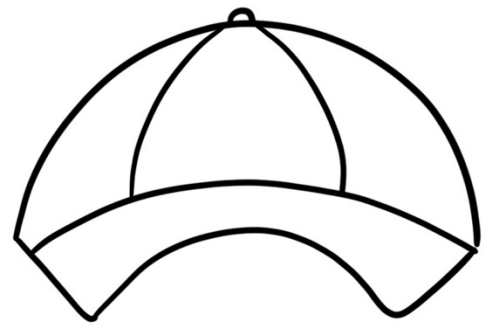
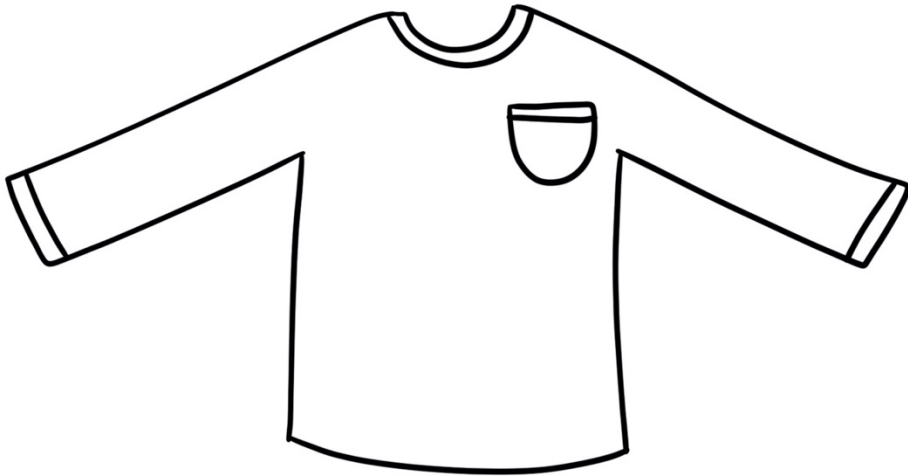
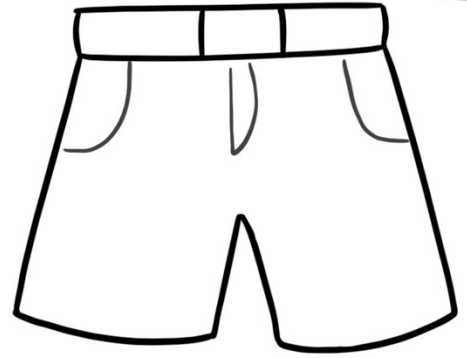














Sight Word Phrases 1-Minute Race



Set 1

Cut the flash cards. Use a timer to see how many phrases you can read in 1 minute. Play with someone in your house.

what is that	we were in	here it is
your red book	it's my name	don't put any
he had to	she said that	to go around
because she is	it was your	they had to



Sight Word Phrases 1-Minute Race



Set # 2

come to see	then we have	will think about
every pretty	then we have	I take every
but she said	then we have	I know how
for you	then we have	will make to



Sight Word Phrases 1-Minute Race

Set # 3



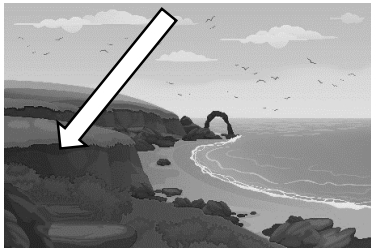
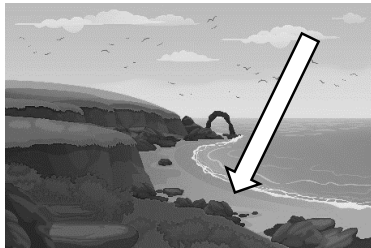



write and tell	can give it	try to give
come over	I am very	now what are
the four green	they don't want	right around
think and go for it	who can play	by their side

Ocean Vocabulary



Read each word and definition

deep	extending far down; down to the bottom	
icy	full of ice; very cold	
coast	the land near the shore	
shore	the land at the edge of the ocean	
organism	all living things	

Ocean Vocabulary Cards

1. Write the definition



3. Cut your cards



2. Draw a picture

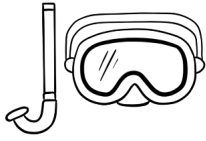


4. Read to your Buddy



<p>deep</p> <hr/> <hr/> <hr/>	
<p>icy</p> <hr/> <hr/> <hr/>	
<p>coast</p> <hr/> <hr/> <hr/>	
<p>shore</p> <hr/> <hr/> <hr/>	
<p>organism</p> <hr/> <hr/> <hr/>	





Oceans

An ocean is a large body of salt water. Oceans are wide but also very **deep**. Most of the oceans are a little over two miles deep. Without oceans, the Earth would be an **icy** rock.

Oceans keep Earth from getting too hot or too cold by moving water around on the planet.

A coast is where an ocean meets the land. Many different habitats are found along the **coasts**.



Fauna

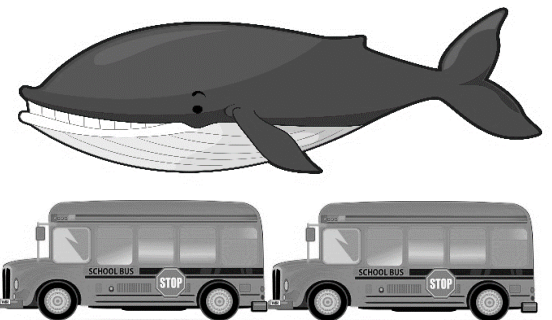
Different areas of the oceans are habitats for different plants and animals. Some animals live near the **shore**, while others live in the deep water. Many animals live in the ocean, such as white sharks, manta rays, dolphins, sea lions, octopus,

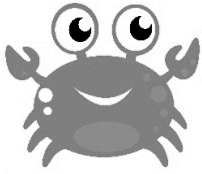
thousands of species of fish, jellyfish, and shrimp.

Flora

Plants in the ocean produce half of the oxygen we need to breathe. The main plants found in the open ocean habitat are species of seaweed. There are also hundreds of plant-like **organisms** known as algae.

Did you know that the largest animal ever to live on Earth was an ocean animal? It is called the *blue whale* and *it's as long as two school buses!*





My informational text in 3-2-1



Title: _____

Three Facts

1. _____

2. _____

3. _____

Two Details

1. _____

2. _____

One Main Idea

1. _____



It's interesting because

1. _____

2. _____

Illustration

Caption



Texting my Vocabulary Words

Directions:

Write a vocabulary word in each phone.
Imagine a conversation using that word.
Write down two conversations.

Extension

**Read your
conversations
to your Buddy.**

Vocabulary word

Vocabulary word



Creative Writing



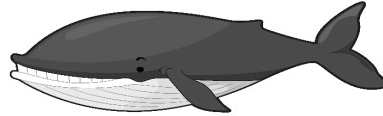
Write a short story using the following words:

ocean

scuba buddy

whale

moon



Handwriting practice area with ten horizontal lines. The bottom half of the area features a faint, stylized illustration of an underwater scene with coral, rocks, and fish.

Extension
Read your story
to your Buddy.



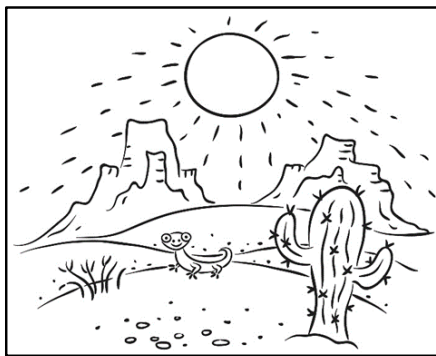
Deserts



A **desert** is a habitat that gets very little rainfall. Our planet has a lot of deserts, and there are deserts on all 7 continents. These places can be cold or hot, but they are always dry, they get **fewer** than 10 inches of rain a year. Some deserts don't get any rain for a whole year!

Fauna

Animals that live in the deserts do not need much water to live. Some animals, like kangaroo rats, get water from eating seeds. Other animals, like desert foxes, get water from eating other animals. Many desert animals are **nocturnal**. Animals that live in deserts include camels, lizards, geckos, scorpions, snakes, and spiders.



Flora

Desert plants can wait years for rain. Some plants, like cactus, store water to last until the next rain. Some desert plants bloom only when it rains.



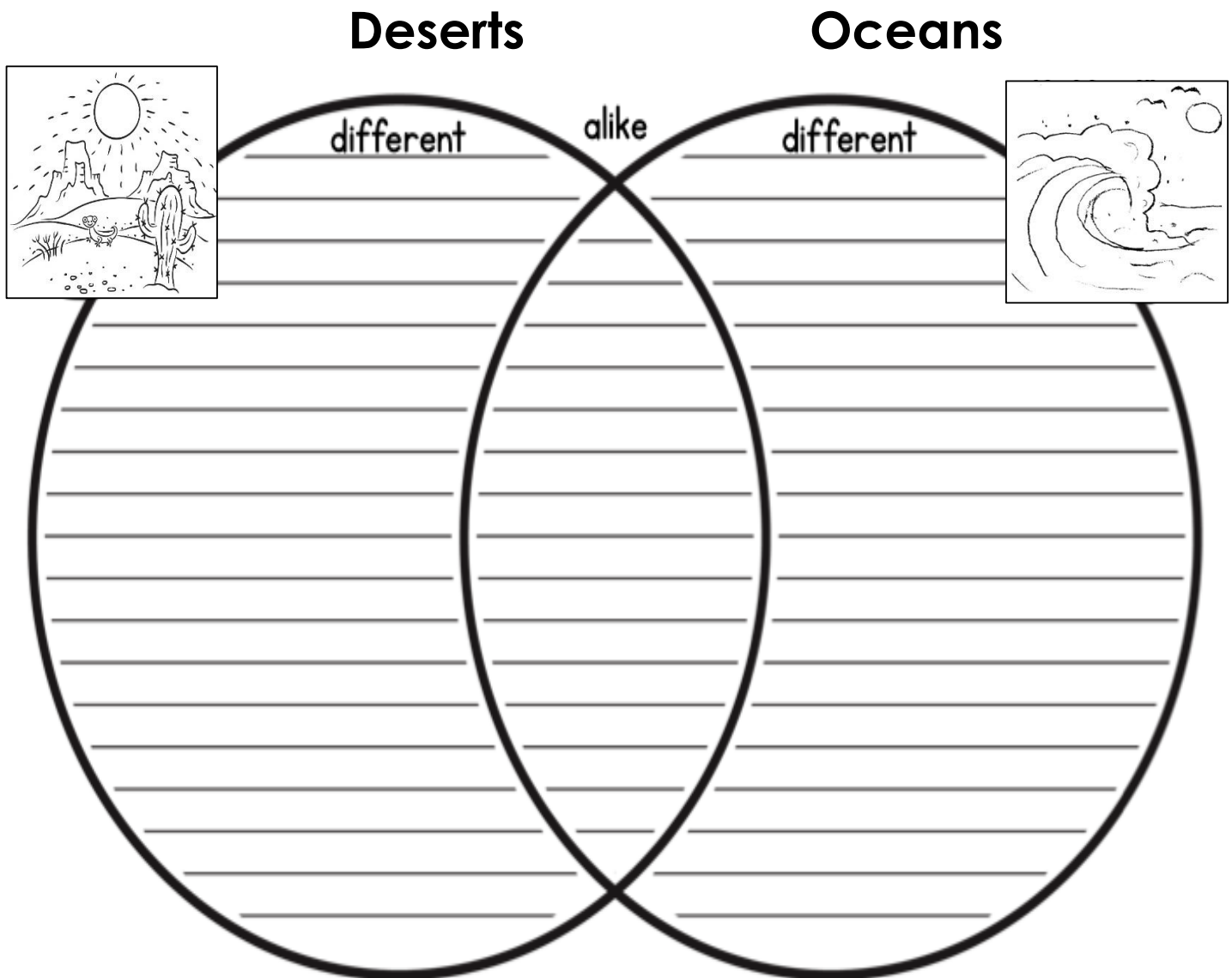
Compare and Contrast



When you compare two things, you are telling how they are the same or **alike or different**.

When you contrast two things, you are telling how they are **different**.

Instructions: Read passages **Desert Habitats** and **Ocean Habitats**. Compare and contrast deserts and oceans.



Rounding Numbers

123



Now, let's try it!

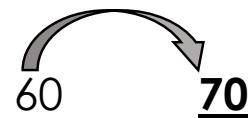
Round to the numbers to the nearest:

Ten

68

60 or 70?

8 is more than 5
RAISE the place!



Hundred

137

100 or 200?

3 less than 5
Let it **REST!**

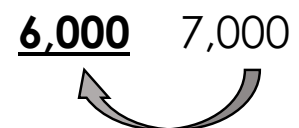


Thousand

6,281

6,000 or 7,000?

2 is less than 5
Let it **REST!**



Rounding Ocean Numbers

1. A blue whale can weigh about 181 tons. Round that number to the nearest hundred.



2. Dolphins live in the world's seas and oceans and in some rivers too. There are 42 species of dolphins. Round that number to the nearest ten.



3. In the oceans, light can travel 365 feet down, the rest of the deep ocean is black. Round that number to the nearest hundred.



4. The Pacific Ocean is the world's largest ocean and contains around 24,845 islands. Round that number to the nearest thousand.



Our Planet's Oceans



There are five **oceans** on our planet:

Pacific, Atlantic, Indian, Arctic, and Southern.

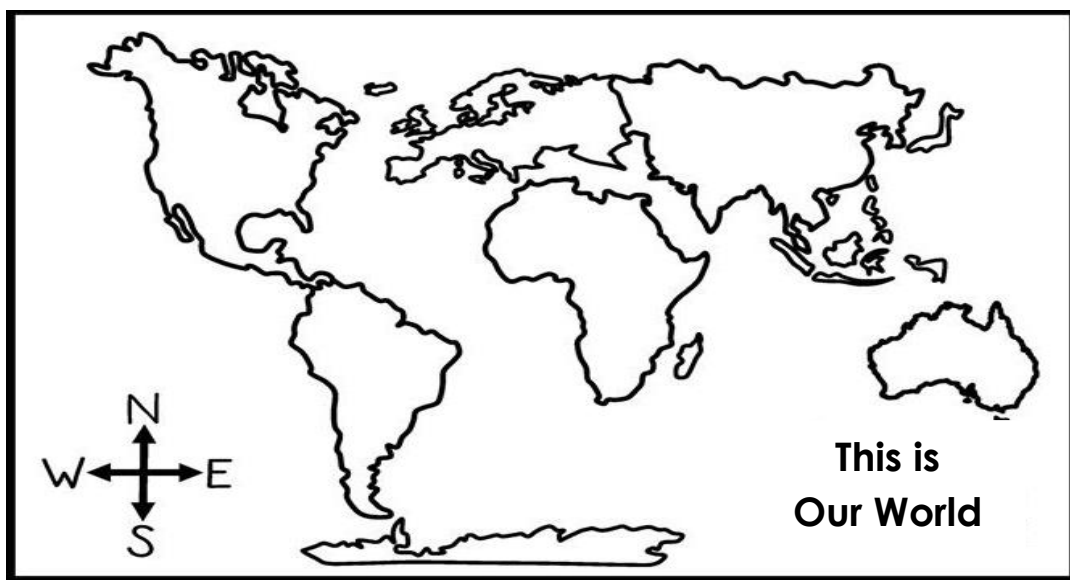


1. Label each ocean (write the name).

2. What continent are you from? 😊

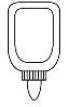


3. Find your continent, **color the oceans** that surround (around) your continent. Label the oceans.

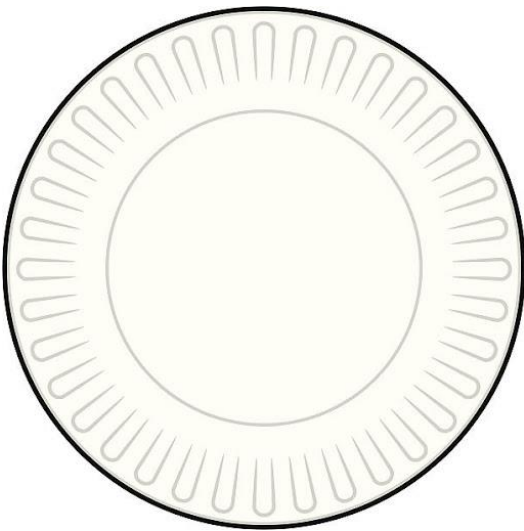


Paper Plate Fish

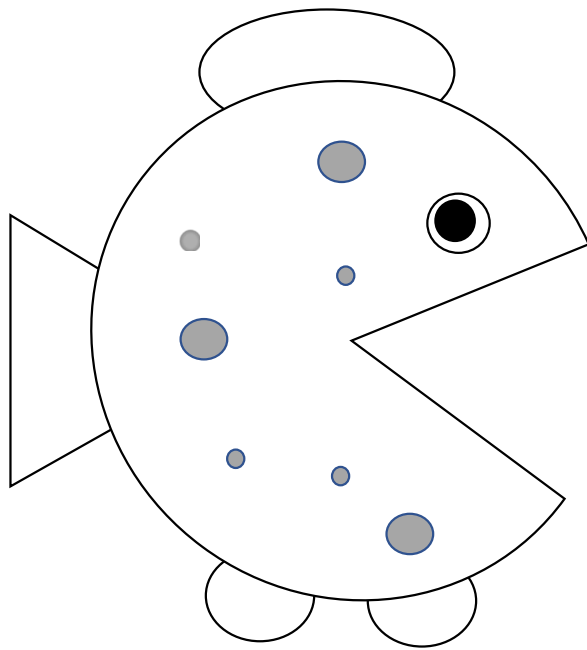
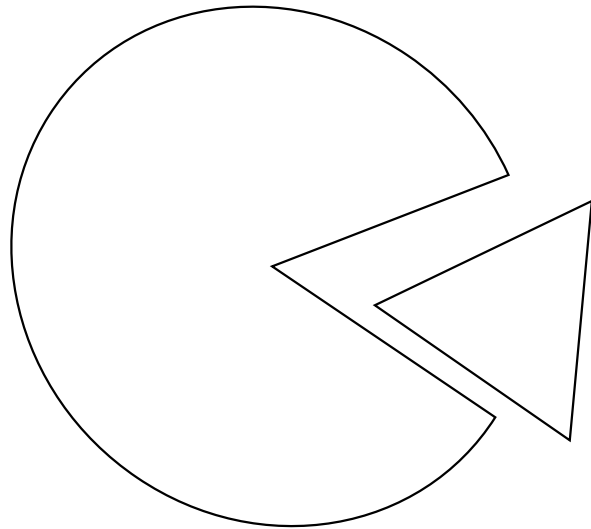
Use a paper plate or the circle in the next page to make a paper fish.



Paper plate

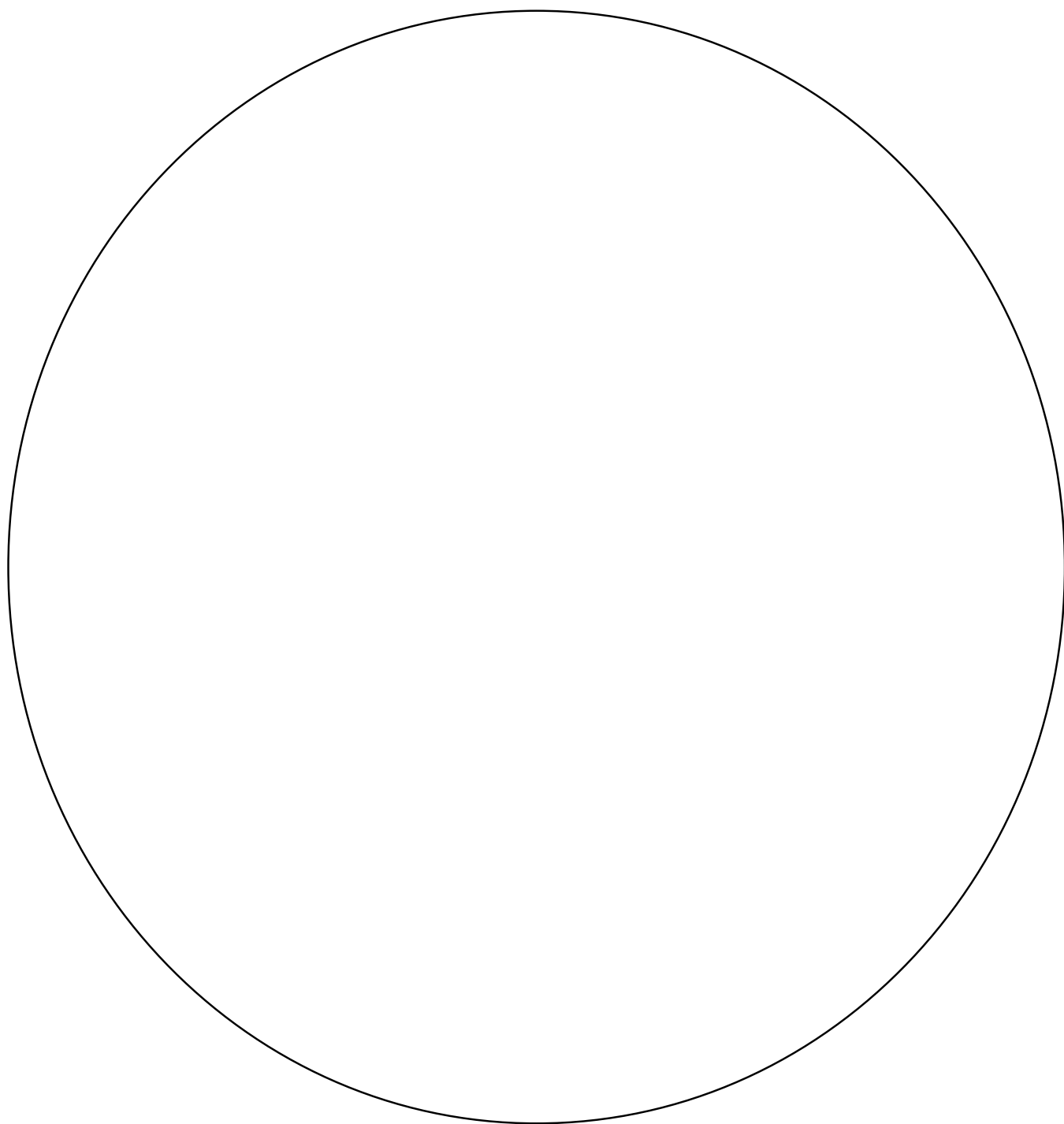


Cut paper plate

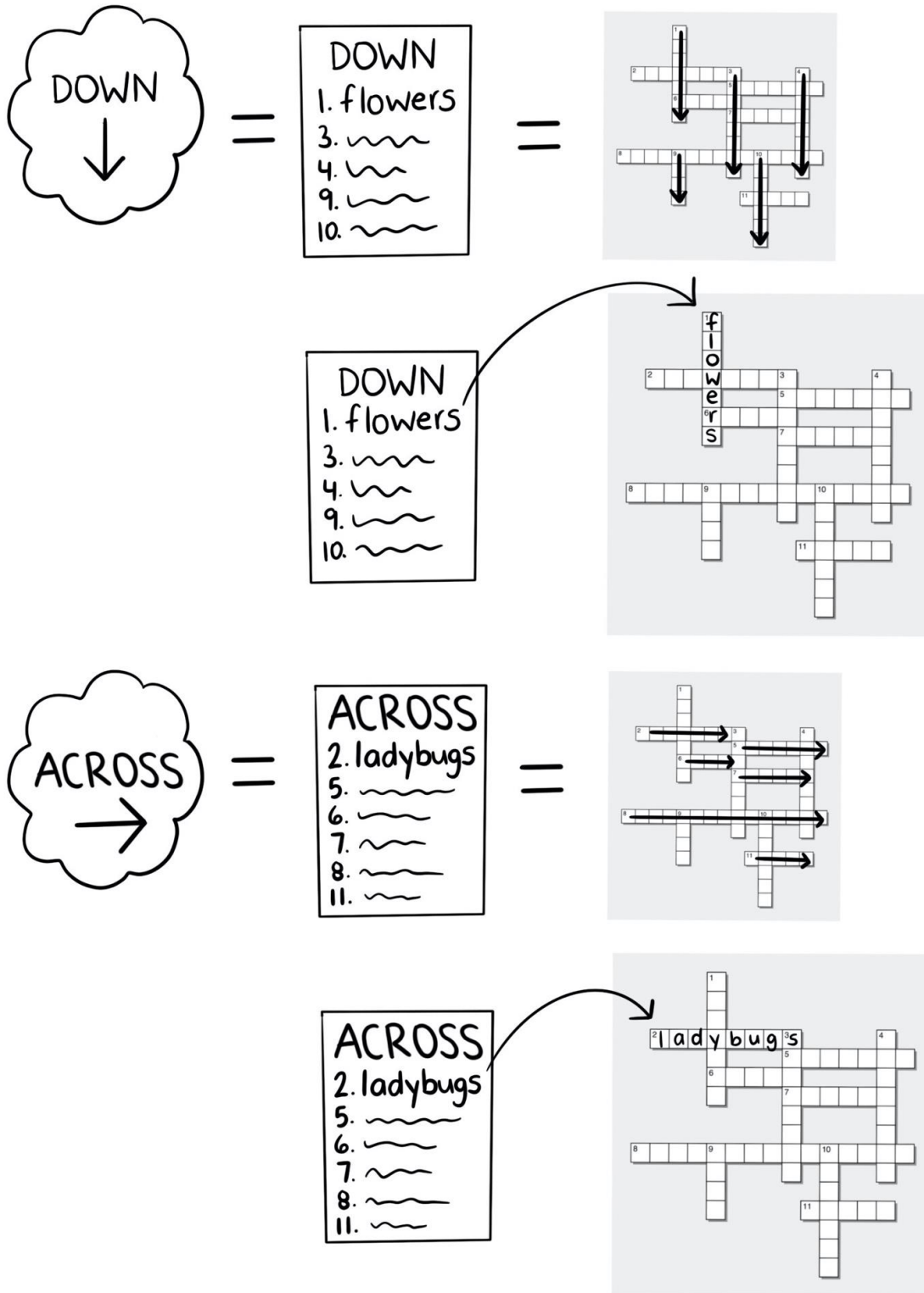


Paste the fish tail
and use some
paper and markers
or paint to
decorate your fish.

**Tell your family or a friend
what you learned about
the ocean where your
fish lives.**



How to Solve a Crossword Puzzle



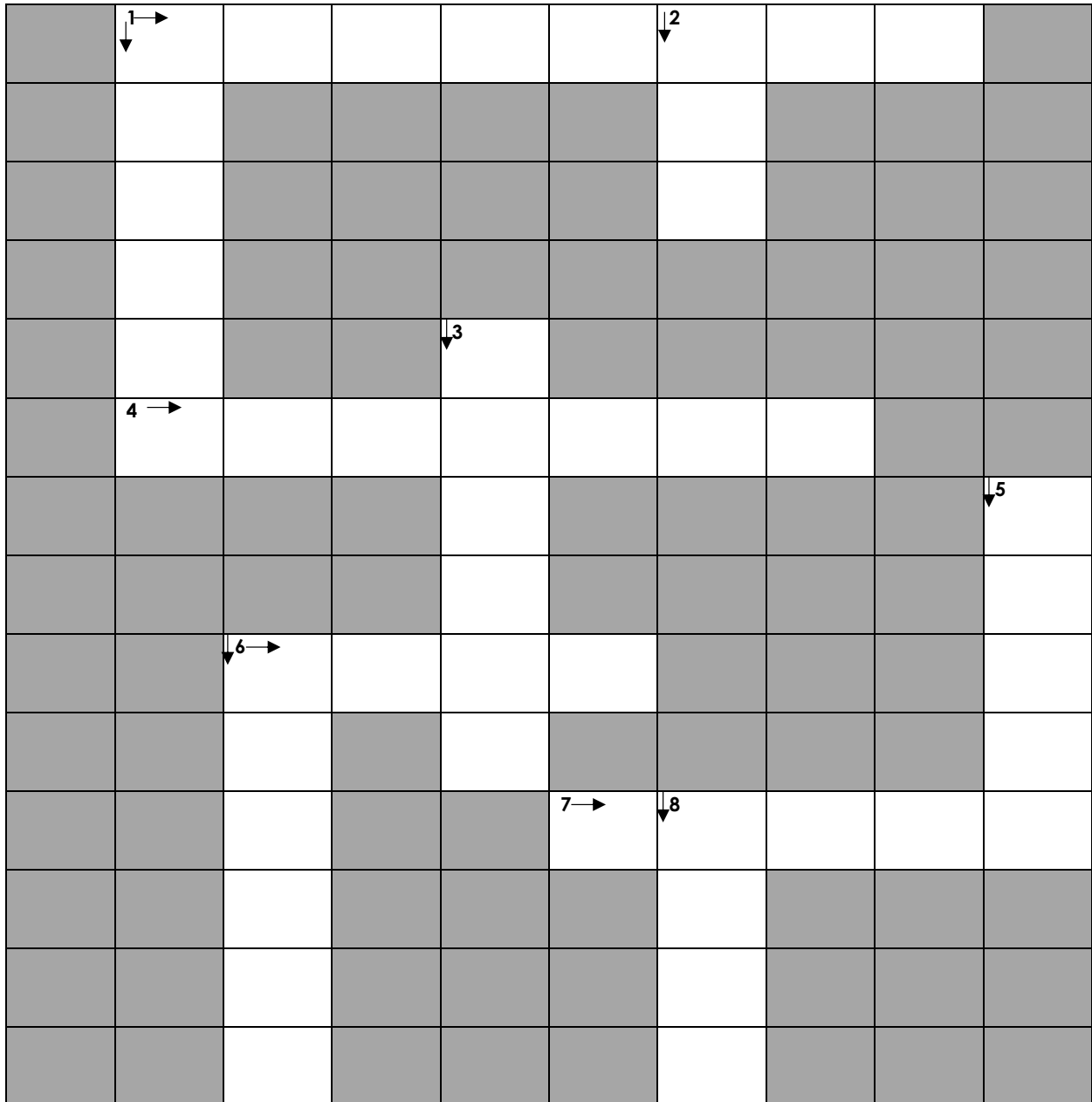


My Vocabulary Crossword



Read the clues and fill in the crossword with this list of vocabulary words.

desert organism fauna deep icy
flora shelter land planet oceans





My Vocabulary Crossword

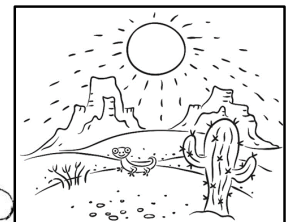
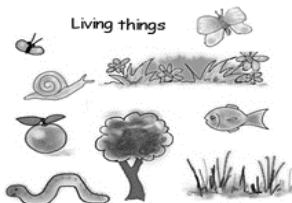


HORIZONTAL ➡

1. all living things
4. a place that protects people or animals
6. extending far down; down to the bottom
7. all the plants that live in a region

VERTICAL ↓

1. huge bodies of salt water
2. full of ice
3. a large, round object in space that travels around a star
5. all the animals that live in a region
6. dry land with few plants and little rainfall
8. the solid part of the surface of the Earth








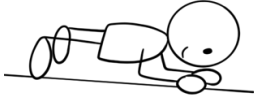
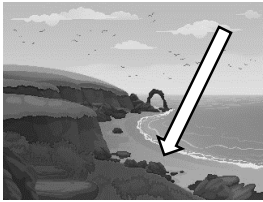

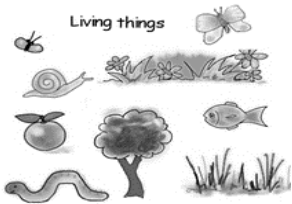
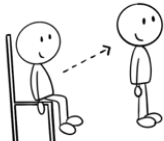


Let's Move!



Put your vocabulary cards facing down.

Grab one, read the word, and start moving!

deep		Toe touches (20 times) 
icy		Jumping jacks (20 times) 
coast		Plank (10 times) 
shore		Pretend to swim (15 times) 
organism		Stand up – sit down (10 times) 

[illegible]

UNIVERSITY OF
Nebraska
Lincoln®



My Packet Journal

Draw a picture about what you learned in this packet:

Write about what you learned in this packet:

ICMEE is housed within:



Reference Sheet

LENGTH

Metric

1 kilometer = 1000 meters
 1 meter = 100 centimeters
 1 centimeter = 10 millimeters

Customary

1 mile = 1760 yards
 1 mile = 5280 feet
 1 yard = 3 feet
 1 foot = 12 inches

CAPACITY AND VOLUME

Metric

1 liter = 1000 milliliters

Customary

1 gallon = 4 quarts
 1 gallon = 128 ounces
 1 quart = 2 pints
 1 pint = 2 cups
 1 cup = 8 ounces

MASS AND WEIGHT

Metric

1 kilogram = 1000 grams
 1 gram = 1000 milligrams

Customary

1 ton = 2000 pounds
 1 pound = 16 ounces

TIME

1 year = 365 days
 1 year = 12 months
 1 year = 52 weeks
 1 week = 7 days
 1 day = 24 hours
 1 hour = 60 minutes
 1 minute = 60 seconds



ICMEE is housed within:

